

Background History on the Establishment of the School of Travel Industry Management at the University of Hawaii

Environmental Factors. As the decade of the 60s loomed forward in the Asia Pacific region, there was a sense of confidence in the continuing growth of tourism—then a newly emerging industry—throughout the region, thanks largely to the introduction of the jumbo jet aircraft in the closing years of the 1950s. Nowhere was this optimism more evident than in Hawaii, the AP region's earliest successful destination.

Poised for growth and prosperity, Hawaii was caught up in a boom fever fed by the influx of investment capital following its admission as the fiftieth state of the United States in 1959. Changes were evident everywhere along the Waikiki strip where only three major hotels had stood before 1950. The Matson Navigation Company's hotels, once the playground for wealthy guests who arrived on Matson ocean liners for long stays, were joined by several multistoried hotels, quadrupling the number of hotel rooms to around 4,000. Only the year before, Pan American Airways had inaugurated regular jet service to Honolulu, cutting the flight time to under five hours from the mainland U.S. Airlines now carried the bulk of visitors to the Islands, and leisure travel by ocean liner was on its way out. By 1960, arrivals had reached 296,517 up from 60,539 in 1950, the year of the founding of the Pacific Area Travel Association (later to be renamed as the Pacific Asia Travel Assn). The Hawaii Visitors Bureau predicted 2,500,000 visitors by 1975 (a number exceeded by 1973), and plans were laid for thousands of new rooms, not only for Waikiki, but for new resort areas on the neighboring islands as well.

Few understood the full human implications of this shifting economic environment. But for those in the labor and management fields of Hawaii's agriculture industry, the signs were clear. With increasing mechanization and a diminishing demand for sugar and pineapple (which could be produced more cheaply elsewhere), agricultural employment continued to fall and tourism was needed to pick up the slack. Still, the magnitude of the human resource problem was hardly recognized at that early point in development. In 1959, only about 2,000 persons were employed in all of Hawaii's hotels, a small number compared with workers employed on the plantations and military bases in the state.

For William Mullahey, who as Pan American regional director had figured strategically in establishing the Pacific Area Travel Assn (PATA) a decade earlier, it was increasingly obvious that the growth in tourism would require PATA's involvement in education and training programs to meet the staffing needs at all levels of the industry, not only in Hawaii but throughout the region. Mullahey fully appreciated the need for professionally qualified personnel to serve the needs of visitors if the industry was to succeed, and not inconsequentially, Pan Am's own success as well. Yet by the mid-1950s, there were still no degree programs in hotel or tourism management in Hawaii or elsewhere in the region. Mullahey clearly recognized that tourism would soon overtake all other industries in Hawaii, and he began calling for a school that would provide management personnel for tourism. The impetus for tourism education and training also came from a hotel seminar in 1956 in Honolulu and a subsequent meeting in San Francisco attended by leading hoteliers in both areas who advocated the establishment of programs for the industry.

For the region as a whole, visitor arrivals had reached a total of nearly 1.3 million in 1960. Although the growth rate had not been as spectacular as Hawaii's nor the tourism fever as pronounced, it was evident to many members of PATA that the future of tourism required closer attention to human resource development. What was happening in Hawaii was also being reflected in other PATA countries. During the 1950s, few, if any, industry and government planners had strategically taken into account how the hotels and other segments of the industry would be staffed or where the people would come from to fill job openings. Nor was much attention given to the means by which employees would be trained. Managerial skills, in particular, were in demand, far outweighing the supply. In Hawaii and the AP region, hotel and specialized travel managers were as a rule recruited from the US mainland or the countries of Europe as sources of choice.

The Central Role of PATA as Godfather of Tourism Education. At the 9th annual meeting of PATA in Christchurch, New Zealand, delegates focused on the need for education to meet the anticipated shortage of professionals at the management level within tourism. The industry had turned to the educational institutions for help and found there were no appropriate programs. The existing tourism schools were primarily vocational training institutes that could not meet all of the personnel needs of the industry. After some discussion and deliberation, the delegates proposed the establishment of a tourism school that could offer a hotel management degree. This early recognition that future managers would require a college degree represented a sharp break from the existing industry norm and set the pattern for PATA's educational activities thereafter.

An ad hoc education committee, composed of allied industry and associate government members of PATA, was assigned the task of devising a program and finding an accredited university in the AP region to implement the committee's recommendations. As it turned out, this was not a simple task. Few institutions at the time regarded tourism to be a field worthy of study and the industry, in terms of employment, was held in relatively low esteem. Richard Kimball, general manager of the original Halekulani Hotel in Honolulu, was chairman of the committee. Kimball's committee conducted a survey of possible sites for the university level program and presented a list that included, among others, Hawaii, Hong Kong, Japan and the Philippines.

While Kimball's natural choice was to lean toward Hawaii, its chances for selection were decisively bolstered by the efforts of William F. Quinn, then Hawaii's territorial governor, who was coincidentally PATA president at the time. Governor Quinn felt the logical location for the school was the University of Hawaii and lobbied strongly for its selection, instructing university officials to study the feasibility of such a program.

Characterized by many outsiders as a provincial tropical campus, the University of Hawaii at first seemed an unlikely location. In 1960, it was a small college with only 6,000 full-time students, mostly from the islands. Having seen the economic boom that tourism had brought to Hawaii and the projections for increasing growth, however, Quinn and others in PATA thought the establishment of the school in Hawaii made good sense. There was also increasing support to make Hawaii a Pacific center for education and research, a notion which was reinforced with the establishment of the East-West Center at the University of Hawaii a year later, and by

projections for student enrollment that were almost as optimistic as they were for the growth of tourism.

But a new program would cost money. Could adequate funding be allocated to this endeavor? When Marvin Plake, PATA's first executive director, contacted the governor about the progress of the project, he was assured that the university's budget was on his desk in front of him and that the program would be established. As fortuitous as the situation appeared with PATA's president in control of the university's budget in his other role as governor, translating concept to reality proved to be more elusive.

The Search for a Model Program. Discussions between PATA, the Hawaii Hotel Association, and the university on a new curriculum were largely focused on whether the program should be limited to hotel management courses. Mullahey argued for a school with a broader scope. Just as PATA covered all segments of the travel industry in its membership, Mullahey felt that a tourism school should teach more than hotel management and include all facets of the industry, including travel distribution and transportation. This was not an easy concept to sell when most hotels viewed themselves as the industry, and not just one of its parts. Given the increasing importance of tourism in the Pacific area and the demand for trained personnel to work in a variety of positions in the industry including government tourism offices, air and steamship lines, and travel agencies, Mullahey's thinking prevailed, and it was decided to move toward an expanded curriculum.

There were few models to follow anywhere. In Europe, where hands-on operational levels of service and management were considered to be the industry standard, there was an indifferent attitude toward degree programs. The oldest and most famous program was the Lausanne Hotel School, which owed its birth to the Assn of Swiss Hoteliers. Consequently, its curriculum was largely focused on operational topics and practical training emphasizing *de rigueur* hospitality service delivery, and to a lesser extent management. Moreover, the primary source of trained manpower came through the apprenticeship system, accounting for the majority of workers in the industry. The emphasis in France, Switzerland, and to some degree in the United Kingdom was on skills training of teen-agers who then worked their way up. The European education system also drew a sharp distinction between vocational training and liberal arts education. Despite the recognition of a need for more sophisticated managerial education, hotel managers themselves insisted that entry-level work was where they began their careers and that college degree holders should also undergo the same experience. Even with the initiation of degree programs in the United Kingdom in the 1960s, opinion remained divided. The same was true for other segments of the travel industry including airlines, travel agencies, tour operators and national tourism organizations. Many large companies also ran their own training and education enhancement programs and did not necessarily see a need for any formal involvement of educational institutions.

If the European system for educating and training tourism managers did not seem to suit the dynamics of a rapidly growing industry in Asia and the Pacific, it was increasingly clear that a model for emulation would have to be found in the United States where management personnel with college degrees were accepted readily by the industry. At the time of the debate concerning the possible development of a new tourism program at the University, there were more than a

dozen or so university level programs in the United States. As these programs varied widely in their course offerings—many leaning toward vocational topics favored by the hotel and restaurant industry, few enjoyed solid academic reputation. Among the top programs were the following four: the Hotel School at Cornell, which having been established in the 1920s was the oldest known program in the US; the School of Hotel, Restaurant and Institutional Management at Michigan State, the second oldest; the Hotel and Restaurant Management School at the University of Denver; and the Hotel and Restaurant Management Department at Florida State University. While Cornell's Hotel School was autonomous, the programs at MSU and Denver were housed under their respective colleges of business, and Florida State's program situated under home economics.

Initiation of the New Tourism Program within the UH College of Business. In the summer of 1961, Dr. Michael Wermel, then dean of the College of Business Administration at the University of Hawaii, visited several U.S. hotel schools, including Cornell and Michigan State University. He was particularly attracted by what he saw at Michigan State where the School of Hotel, Restaurant and Institutional Management (HRIM) was part of the College of Business Administration and where MSU itself was a land grant university with programs that served community needs. These two factors struck a sympathetic chord with Wermel, who saw their parallel with the University of Hawaii. He quickly engaged Dr. Robert W. McIntosh, a professor in the HRIM program at MSU, as consultant to design a hotel and tourism curriculum that would be compatible with business administration at the University of Hawaii. In November of 1961, shortly after McIntosh's arrival, the faculty of the College of Business Administration of the University of Hawaii voted formally to incorporate a new department of hotel management and tourism as part of the college.

The newly established hotel and tourism management program within the College of Business existed in name only. Nonetheless, encouraged by its potential, Dean Wermel traveled to PATA's 11th Annual Conference in Hong Kong in January 1962 to announce that a new bachelor degree program in hotel management would be launched in Hawaii. Wermel assured members that the program's projected enrollment of 80 to 100 students would be drawn from throughout the PATA region. His presentation of the new program at the conference was warmly welcomed and applauded by PATA delegates.

The applause proved premature. Formal courses were launched the following fall, and Robert McIntosh was invited back to teach. But McIntosh was on temporary leave status and soon returned to Michigan State. With no permanent faculty, the program began to falter, and William Mullahey stepped in to secure the services of John Bridges, who had only recently retired as director-general of the British Travel and Holidays Association. Bridges came to the University of Hawaii for a year and managed to keep the program alive. His presence at the university, however, was only a holding action, and the program still had no sense of permanency.

The Turning Point. The dramatic turning point for the new program came when Edward Barnett, then vice president of planning for Sara Lee, Inc., accepted the position as associate dean of the College of Business cum director of the hotel and tourism management program in 1964 under a new dean of the CBA, Dr. Schuyler Hoslett. Dean Hoslett was appointed shortly after the

passing of Michael Wermel. Although Hoslett was not to remain long at the UH, he was in office when funds were released to begin the planning and construction of a new building to relocate the College of Business Administration from its then home in Hawaii Hall and with space allocated for the hotel and tourism management program housed in temporary buildings around the lower campus area. Barnet, who prior to his employment at Sara Lee had Ivy League pedigree (Harvard and Columbia) and a solid academic career at Michigan State University, embarked on an ambitious reorganization of the curriculum to broaden it beyond the traditional hotel and restaurant management courses. The PATA delegates at Christchurch had originally envisioned the establishment of a school, and the program at the University of Hawaii could hardly be called that. Barnet took it upon himself to make the concept a reality by proposing a "school" to the university administration.

Considering the ad hoc manner in which the fledgling program was operating, Barnet's move was a bold one. The program did not have a permanent faculty nor was there any true expertise representing the tourism specialization among the "borrowed" faculty from within the business college or elsewhere on campus. Courses in hotel management were staffed mainly by part-time lecturers from Waikiki hotels made available by industry to show support for the new program. Thus, contents of the courses were shaped by what lecturers did in practice, and course descriptions themselves were often adapted from the catalogs of mainland schools, often having little semblance to what was being taught. There was little, if any, attempt at academic rationalization as survival depended on the ability to show progress, however ephemeral that might be.

To introduce academic credibility into the program, Barnet brought in two visiting professors: Prof. Paul Broten from the Cornell Hotel School to teach hotel engineering and other hotel related courses, and Dr. Clare Gunn from MSU, an expert in the field of land planning for tourism, to teach tourism development. Concurrently, the UH College of Tropical Agriculture and Human Resources invited Chuck Gee, assoc. director of the University of Denver HRM School as visiting professor to teach food-related management courses in the college's then department of Foods and Nutritional Science (now Human Nutrition, Food, and Animal Sciences). Gee's assignment was to integrate selected courses in foods and nutrition with principles of business management, the idea being to expand career options for dietetic majors in commercial foods management and to provide service courses in food service management for the hotel and tourism students. Between the three visiting professors and Barnet, the ideas began to shape for a vastly improved hotel and tourism management department, if not a new school, using the best borrowed ideas and experiences of academicians from the then top three institutions in the hotel, restaurant and institutional field on the mainland.

In spring 1966, the yet green department had produced its first class of 13 graduates. In a significant show of commitment to the program, the delegates at the 15th Annual Conference in New Delhi voted to grant the first PATA scholarship to support a student for four years at the University of Hawaii. The cooperative spirit of the organization was evident as members were determined to ensure that the Hong Kong recipient of the first scholarship would enjoy a successful academic sojourn. While still in Hong Kong to Honolulu on the S.S. Orsova was hit by a British seamen's strike, American President Lines, another PATA member, quickly

volunteered free transportation, and he arrived on the S.S. Roosevelt in late August 1966, in time for the fall semester. P & O promised to return the student home upon graduation.

The Transition from Program to School Status. By late 1966, Barnet had crafted a proposal to elevate the hotel management and tourism program to "school" status. He carefully laid out the arguments for both the school and the name "travel industry management," a term broad enough to include all areas of the industry. The revolution in tourism had given rise to a new industry, Barnet wrote, that called for a new philosophy of education to prepare minds for managing. The movement, he said could only accelerate. With the advent of the computer, major airlines already could affect instant booking to almost anywhere. The airlines were also moving rapidly into the travel agent's domain by booking rooms, reserving car rentals, and purchasing theater tickets. This melding of what were formerly separate special trades into entities providing multiple services called for a different caliber of management. There was clear evidence to Barnet that a unique school should be created to prepare sophisticated managers to deal with the new challenges. In his proposal to the university administration, Barnet closed his argument succinctly. "Because of the nature and variety of the several areas of emphasis included, our Travel Industry Management Programs must evolve into a distinctive school relating many kinds of disciplines, reflecting the cross-pollination of formerly separate kinds of enterprises. That such a school should be in Hawaii is self-evident."

In recognizing the travel industry as a system of integrated functions, Barnet advanced the idea that professionalizing management along industry-wide lines would be a benefit to both the student and industry. His proposal was strongly endorsed by the University President Thomas Hamilton who persuaded the University Board of Regents to approve it. Gratified by the action, President Hamilton recalled that "when the program was first conceived, we felt it ultimately would have to become a School," and declared a major goal had been achieved. Hamilton, who would leave academics shortly thereafter, continued his strong support of the School of TIM when he became the president of the Hawaii Visitors Bureau a year later.

In the following fall semester, the School of TIM's enrollment jumped to 210, an increase of 300 percent over the previous two years with a substantial proportion of the students from the PATA region. The subsequent growth in enrollment reflected the growth in tourism, not only in Hawaii but also in other Pacific Asia destinations. Through the help of PATA, the School of TIM became the first institution to be established in the region. However, the future for tourism education was not necessarily assured. If the concept of a travel industry management school was hard to support among some industry representatives, it was equally hard to convince academics that tourism-related programs deserved a place in institutions learning. Over the years, changing perceptions among both industry and academics about what role the university should play in the education and training of professionals in the travel industry led to other crises. Nevertheless, the school flourished.

A Second Turning Point. The resources allocated to the new School of TIM were never what could be considered adequate for running a school, much less one that aspired to top ranking among its peers on the mainland (and later in the region). The two obstacles to the attainment of academic quality and program innovation were the lack of qualified faculty and having adequate facilities. The first, faculty for tourism-related specializations, were never

plentiful, especially as new similar programs grew exponentially on the mainland and competition for qualified faculty with research strengths proved difficult to attract and to recruit to Hawaii. The second, facilities, also proved a limiting factor as the TIM School was shoehorned into approximately 5,000 sq. ft. of space in the then new CBA building with no place to expand as new program initiatives were proposed. While tourism in Hawaii continued to grow--and logically, increased budgetary allocations to the school (at least in the minds of industry supporters)--the university also had new challenges to meet and new mandates from the state legislature requiring significant funding. The school's budgetary allocation was then to remain virtually static and progress of the program was measured more in terms of the success of its graduates and less by the school's scholarly achievements.

In 1976, following the retirement of Barnet in 1975 and the appointment of Paul Broten to fill the deanship, the viability of the school was called into question as mounting internal dissension took place about the direction of the school under its new dean. Broten envisioned a TIM that would be patterned after the hotel school at Cornell with general business courses to be taught under a hospitality management orientation. The TIM faculty vociferously disagreed. Serious rifts arose between faculty and TIM administration, as well as between TIM and the CBA. Adding to internal problems were external factors as well. Industry seemed critical that TIM was not transforming into a pure hotel school quickly enough, and Hawaiian activists wondered why there should even be a program supporting an industry they considered exploitive. The Manoa chancellor, Douglas Yamamura, quickly responded by establishing a blue ribbon committee headed by Dr. Thomas Hamilton, the former UH president, to undertake fact finding and to propose recommendations. Survival of the program was not to be a preordained conclusion. In a document entitled "Whither TIM?," the committee found fault in a number of areas, but primarily commented on the inadequacy of the faculty with respect to its size, strength in specializations as required by the curriculum, and most of all, research output. But the committee also strongly approved the broader curricular direction of travel industry management as opposed to a narrower hotel school model. The conclusion reached by the committee was that the program was not only important to the community it served, but vital to the primary economy of the state. Its recommendation called for new leadership and resources. Against this background, Chuck Gee was offered the position of dean to replace Broten, who reverted to faculty responsibilities. Gee was given a charge to improve faculty and student morale and specifically to grow the research output of the school. Not least, he was asked to find external resources for building the school.

The Gee years from 1978 through 1999, in the words of a long tenured TIM professor, were to be "the golden years" of the school. Heeding the charge given to him, he focused on recruiting faculty with research track records and provided resources to encourage existing faculty for research. The curricular direction of the school remained true at least in principle to the original Barnet (and PATA) vision, but would also become one of experimentation based on a learning curve. It could be said with a straight face that no student could count on graduating with the same curriculum in which he or she matriculated. Among the achievements noted during the Gee era were the realization of a permanent home for the school in George Hall—a stately, white neo-classical building anchoring the historic quadrangle which forms the heart of the university campus; the creation of the Executive Development Program for Tourism; the endowment of the Hawaii International Hotel Institute; the establishment of the Sunset Reference

Center which was viewed as key to building a funded research program (the only such program situated in an undergraduate school), which subsequently led to the establishment of the World Tourism Organization Center for International Tourism Research, Education and Training in 1991, one of only ten such centers in the world; a new Master of Science in TIM; separation from the College of Business and autonomous status for the school in 1990; the initiation of a new bachelor of science degree; accreditation by ACPHA (Assn of Colleges with Programs in Hospitality Administration); a viable self-directed TIM alumni association with its own tax exempt status to support the school, and most of all, prominent international recognition for the TIM School as the University of Hawaii began placing increased emphasis on its role as a regional university within a global economy.

These accomplishments of the school, its dean, faculty, staff, student body and alumni were in a meaningful sense made possible through increased internal campus and external support from industry, the state legislature and the governor's office (regardless of who was in office at the time). Much of the school's success had to do with the environment of surging tourism interests around the world, especially in the Pacific Asia region—the highest growth region in the world. With the opening of China to the West in 1978, the TIM School was cast overnight into international limelight when Gee was invited as the first American educator to enter China to discuss the nation's interest in tourism development, so urgent was its need at the time to seek industries that could earn foreign exchange and provide massive numbers of jobs. In Hawaii tourism, which had been doubling every five years since the advent of statehood and jet flights to the Islands up until the Persian Gulf War in the late 80s, began to falter growth-wise as the industry entered into its maturity stage. The school's international focus, which remained important, now began shifting toward assisting the state government in seeking new directions for maintaining tourism health and growth sustainability. Such contributions were publicly noted by the local press and recognized within the state government. By the time of Gee's retirement at the end of 1999, there was no question asked about "Whither TIM?," but more a concern about how to keep the momentum going as search began for new leadership to head the school.

Summation. The final chapter in the development of the TIM School is a long ways from being written. As the school looks forward to its 40th anniversary celebration in 2007 under its current dean, Walter Jamieson, it will owe a great debt to those who were instrumental in shaping the school's history and wrestled with the problems of defining or redefining its direction, expressing its mission clearly, and fulfilling its promise in serving the needs of students, community and region under shifting conditions and mandates. Special tributes will be owed to former Governor William F. Quinn, former deans Edward Barnet and Chuck Gee, PATA, and to the TIM faculty, staff, students, alumni and friends of the school who believed in, cared and delivered on the promises of TIM. Whereas the debate began about the need for a professional program to serve the specialized needs of tourism in 1960, today thousands of graduates holding degrees in Travel Industry Management are employed throughout the tourism and hospitality industry in managerial positions spanning Hawaii, the PATA region and the world. The School of TIM, with PATA's help, state and campus support, as the delegates in 1960 hoped, has established a standard and model for other institutions in the Pacific Asia region to follow. Whereas the School of TIM was a stand alone program in the region forty years earlier, today hundreds of excellent programs exist throughout the region, notably in Australia, New Zealand, Hong Kong, Macao, Taiwan, Japan, China, Korea, Singapore, Thailand, Malaysia,

the Philippines and the Indian subcontinent nations, not counting new programs under development within such emerging countries as Vietnam and Cambodia, and the TIM School is viewed as elder brother and collaborator in assisting (and often competing) with these newer programs.